

Louisiana Technical College (LTC)

Program Authorization: Constitution of 1974, Article 8, Sections 6 and 11; Acts 151 and 170 of 1998

Role, Scope and Mission

The Louisiana Technical College (LTC) delivers instructional programs which provide skilled employees for business and industry that contribute to the overall economic development and workforce needs of the state. The LTC provides individuals with quality and relevant learning opportunities consistent with identified student and business and industry needs within a life long learning environment.

The goals of the Louisiana Technical College are:

1. Increase opportunities for student access and success
2. Enhance service to the community and state

OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

AGENCY ID: 19A-648 Louisiana Technical College (LTC)

PROGRAM ID: Program A: Louisiana Technical College

1. (KEY) To increase the Fall headcount enrollment level by 39.2% over baseline year Fall 2000 of 16,381 to 22,802 by Fall 2002.

Strategic Link: This operational objective is an incremental step toward accomplishing Strategic Objective I.1 (Goal I): Increase participation in public post-secondary education 40% over baseline of 16,381 from Fall 2000 to 22,933 by Fall 2005.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in a process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Postsecondary Education

Explanatory Note: A completer is defined as a student who has demonstrated the competencies required for a program and is awarded the appropriate credential or has acquired sufficient competencies through a program to be employed in the field of education/training pursued or a related field as evidence by such employment. A completer of a program which is (1) employed in the field of education/training pursued or in a related field, or (2) has received the appropriate credential and entered the military or continued his/her education (in a two or four year institution).

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Fall headcount enrollment	Not applicable ¹	16,381	Not applicable ¹	22,064 ²	22,802 ³	22,802
K	Percentage change in Fall headcount enrollment from Fall 2000 baseline year	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	39.2% ³	39.2%
K	Total number of completers	15,444	17,551 ⁴	15,094	15,094	15,849	15,849
K	Percentage increase in the number of completers	2.32%	-11.71% ⁴	Not applicable ¹	Not applicable	-9.70%	-9.70%
K	Total number preparatory placements	11,895	11,960	11,895	11,895	12,490	12,490
K	Percentage increase in preparatory placements	3.60%	1.29%	Not applicable ¹	Not applicable	4.40%	4.40%

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

² Existing performance standard for FY 2001-2002 is the Fall, 2001 14th day headcount.

³ This estimate was computed by the Board of Regents.

⁴ The agency notes in LaPAS, "Continued efforts to collect accurate data have resulted in the increased numbers reported."

AGENCY ID: 19A-648 Louisiana Technical College
 PROGRAM ID: Program A: Louisiana Technical College

2. (KEY) To increase the minority Fall headcount enrollment level by 31.9% over baseline year Fall 2000 of 6,876 to 9,067 by Fall 2002.

Strategic Link: This operational objective is an incremental step in achieving Strategic Objective I.2 (Goal I): Increase minority participation in public post-secondary education 40% over baseline of 6,876 in Fall, 2000 to 9,626 by Fall, 2005.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in a process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

Explanatory Note: The term Minority includes all racial categories with the exception of White Non-Hispanic. The racial categories are defined by the United States Department of Education and include the following: Asian or Pacific Islander, American Indian or Alaskan Native, Black Non-Hispanic, Hispanic and Others/Race unknown.

Background Note: Louisiana's minorities continue to be under-represented in postsecondary education. Louisiana's institutions will continue to implement strategies to recruit additional minorities into the system and design additional programs to increase retention of all students.

Explanatory Note:

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Fall minority headcount enrollment	Not applicable ¹	6,876	Not applicable ¹	8,890 ²	9,067 ³	9,067
K	Percentage change in Fall minority headcount enrollment from Fall 2000 baseline year	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	31.9%	31.9%
K	Total number of minority completers	Not applicable ¹	5,363	Not applicable	1,013 ⁵	1,700	1,700
K	Percentage increase in the number of minority completers	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	-68.30%	-68.30%
K	Total number of minority preparatory placements	Not applicable ¹	2,940	Not applicable	783 ⁵	1,300	1,300
K	Percentage increase in the number of minority preparatory placements	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	-55.8%	-55.8%

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

² Existing performance standard for FY 2001-2002 is Fall 2001 14th day headcount.

³ We have revised the estimate of 7,701 that the Board of Regents set based on the fact that the Fall 2001 data shows that minority headcount enrollment has already exceeded that estimate.

⁵ Existing performance standard comprised of Summer and Fall 2001 semesters.

⁴ The agency notes in LaPAS, "Continued efforts to collect accurate data have resulted in the increased numbers reported."

AGENCY ID: 19A-648 Louisiana Technical College
 PROGRAM ID: Program A: Louisiana Technical College

3. (KEY) To provide lifelong learning opportunities by offering development programs leading to the enhancement of an individual's ability in fundamental reading, writing, communication, and numeric skills.

Strategic Link: This operational objective is an incremental step in achieving Strategic Objective I.3 - Transition 40% of student enrolled in developmental studies into training programs or achievement of an individual goal by Fall 2005.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in a process of lifelong learning; Objective 1.4 - To eliminate functional illiteracy; Objective 1.6 - To have a workforce with the education and skills necessary to work productively in a knowledge-based society

Children's Cabinet Link: Not applicable

Other Link(s): Not applicable

Explanatory Note: Full Time Equivalent (FTE) is a unit of measurement used by the Commission of the Council on Occupational Education to define the amount of postsecondary instruction that equates to one full-time student during one academic year. An FTE is defined as 900 student contact clock hours, 45 quarter credit hours, or 30 semester credit hours of postsecondary instruction.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage increase in the number of students participating in GED preparation classes	Not applicable ¹	Not applicable	2%	2%	2%	2%
K	Total number of students participating in GED Preparation classes (FTE)	Not applicable ¹	Not applicable	951	951	970	970
K	Percentage increase in the number of students enrolled in Basic Skills/Development Studies	Not applicable ¹	Not applicable	2%	2%	2%	2%
K	Total Number of students enrolled in Basic Skills/Developmental Studies (FTE)	Not applicable ¹	Not applicable	395	395	403	403

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

AGENCY ID: 19A-648 Louisiana Technical College
 PROGRAM ID: Program A: Louisiana Technical College

4. (KEY) To increase the number of students earning associate degrees in early childhood education by 20% from 48 in fiscal year 2001 to 58 in fiscal year 2003.

Strategic Link: This operational objective is an incremental step toward accomplishing Strategic Objective III.1 (Goal III): Increase number of students earning degrees in early childhood education by 220% from 25 in baseline year 1999-2000 to 80 by 2004-2005

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning

Children's Cabinet Link: Not applicable

Other Link(s): This objective is closely linked to Goal III - Objective I in the Master Plan for Postsecondary Education.

Explanatory Note:

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage increase in students enrolled in the early childhood education program	Not applicable ¹	155.0%	Not applicable ¹	-41.0% ²	40.0%	40.0%
K	Percentage increase in students that complete the early childhood education program	Not applicable ¹	-29.0%	Not applicable ¹	163.0%	40.0%	40.0%
K	Percentage increase in associate degrees awarded in early childhood education	Not applicable ¹	78.0%	Not applicable ¹	-25.0% ²	20.0%	20.0%
S	Number of students enrolled in associate degree for early childhood education	Not applicable ¹	550	Not applicable ¹	431 ²	660	660
S	Total number of graduates in early childhood education associate degree	Not applicable ¹	48	Not applicable ¹	36 ²	58	58

¹ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

² The Early Childhood Education Program is a 16 month program thereby causing the enrollments, completions, and associate degrees to be cyclical. FY 2002 is the year with fewer graduates because students enrolled in August 2001 (FY 01-02) and should graduate in May 2003 (FY 02-03).

AGENCY ID: 19A-648 Louisiana Technical College
 PROGRAM ID: Program A: Louisiana Technical College

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue. For example, using the Louisiana Technical College's State General Fund appropriation and FTE computed on a calendar year instead of a fiscal year, the state dollars per FTE totaled \$4,160. At \$4,160 per FTE, the state dollars spent by the LTC as a percentage of the SREB benchmark totaled 93.5%, not 94.2% as reported by the Board of Regents. The State General Fund appropriation the LTC used in its calculation was based on operating budget monies only. The operating budget did not include the Library and Scientific Acquisition funds, as those monies are considered part of capital outlay and were not expended in FY 01.

GENERAL PERFORMANCE INFORMATION: LOUISIANA TECHNICAL COLLEGE			
PERFORMANCE INDICATOR	ACTUAL FY 1999-00	ACTUAL FY 2000-01	ACTUAL FY 2001-02
SREB Category ¹	Two Year II	Two Year II	Two Year II
Admissions Criteria ²	No	No	No
Student headcount ³	22,764 ⁱⁱⁱ	16,381 ⁱⁱ	22,064 ⁱⁱ
Student full time equivalent (FTE) ⁴	20,404 ⁱⁱⁱ	17,747 ⁱⁱ	14,873 ⁱⁱ
Degrees/award conferred ⁵	Not applicable	Not applicable	Not available ⁱ
State dollars per FTE ⁶	\$3,903	\$4,200	Not available ⁱ
Percentage of SREB benchmark ⁷	94.5	94.2	Not available ⁱ
Undergraduate mandatory attendance fees ^{8a}	330	405	442 ^{iv}
Percentage of SREB benchmark (resident) ^{8b}	37.6	42.2	Not available ⁱ
Undergraduate mandatory attendance fees ^{9a}	660	735	874 ^{iv}
Percentage of SREB benchmark (nonresident) ^{9b}	57.1	42.7	Not available ⁱ
Mean ACT score ¹⁰	Not applicable	Not applicable	Not available ⁱ
Retention of first-time freshman from previous fall ¹¹	Not applicable	Not applicable	Not available
Retention of first-time freshman from previous fall ¹²	Not applicable	Not applicable	Not available
Program Accreditation Rate ¹³	Not applicable	Not applicable	Not applicable
Three/six year graduation rate ¹⁴	Not applicable	Not applicable	Not applicable
10 year graduation rate ¹⁵	Not applicable	Not applicable	Not applicable
Number of Distance Learning Courses ¹⁶	Not applicable	Not applicable	Not applicable
Number of TOPS recipients ¹⁷	45	75	66
ACT Level of Student Satisfaction ¹⁸	Not applicable	Not applicable	Not applicable ⁱ

¹ The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and

Two Year 2 - Institutions awarding vocational-technical certificates and diplomas; some vocational-technical associate degrees may also be awarded.

- ² As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the
- ³ Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).
- ⁴ Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- ⁵ Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- ⁶ State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data include library and scientific equipment funds for FY1997-98 through 2000-01.
- ⁷ Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- ^{8a} Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- ^{8b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- ^{9b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- ¹⁰ Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- ¹¹ Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus
- ¹² Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)
- ¹³ The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- ¹⁴ The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- ¹⁵ The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- ¹⁶ Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audio graphics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".

- ¹⁷ The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- ¹⁸ An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- ⁱ Data available by June 30, 2002.
- ii The LTC converted from a 9th class day student enrollment count in FY 00-01 to a 14th class day count beginning Fall 01.
- iii Student data for Fall 1999 is end of term data for the fall 1999 term due to open enrollment of LTC campuses.
- iv The LTC converted from a quarter system in FY 00-01 to a semester system in FY 01-02.